

Tool 2(cycle).2. Examples of Others' Implementation Plans and Logs (p. 1 of 3)**Examples of Others' Implementation Plans & Logs**

After you have completed the Implementation Plan worksheet, you can begin to design the data collection logs necessary to assist teachers, administrators, and the District Professional Development Team in monitoring your use of professional development content. While your Implementation Plan describes your intended use of new learning, the monitoring process keeps everyone informed about possible gaps between intended and actual use. And, as formative data become available, an accurate picture of implementation enables a faculty to make adjustments in their patterns of use based on student progress.

Review the following samples of implementation logs to see how others have designed tools to monitor implementation of their training. Then refer back to your Implementation Plan Worksheet and begin to design tools that will gather the data you need to monitor your use of PD content.

Example 1 – “Second Chance Reading”

Example 1 demonstrates an Implementation Plan that is also used as a log to record use of newly learned strategies. Teachers develop plans with their collaborative teams. Each teacher then turns in to the Leadership Team a copy of the weekly lesson plan, “x-ing” out lessons not taught and inserting any additions.

The following schedule represents a typical week in Second Chance Reading for a period length of 55 minutes. If you have a block schedule, alternating block or other variation, your plan would need to vary accordingly.

It is recommended you begin with this general array of strategies. Some weeks your reading selection will be longer or shorter and adjustments will need to be made. While it is understood that each collaborative team will design their implementation plan, *it is important to remember that all the elements of Second Chance Reading are supported by substantial research and that the program as a whole, when implemented as illustrated below, has achieved good results as well.*

Monday*	Tuesday*	Wednesday*	Thursday*	Friday*
Independent reading	Read/Think Aloud	Independent Reading	Independent Reading	Independent Reading
Pair Share with generic questions	Comprehension Lesson (Coop. Comp., Dictated Writing, Inductive Thinking, or Graphic Organizer)	Pair Share with generic questions	Individual vocabulary cards	Vocabulary Pairs
Vocabulary for Read/Think Aloud		Skill Lesson (context clues, fluency practice, etc.)	Vocabulary Pairs	Vocabulary tests
				[bi-weekly fluency/ comprehension tests]
*Teachers' individual work with students (book talks, listening to oral reading, etc., occurs during periods of time when students are engaged in independent or cooperative activities not requiring the teacher's active supervision (for example, independent reading sessions, individual and paired vocabulary work.)				

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Example 1 – “Second Chance Reading” (continues)

The collaborative teams of Second Chance teachers fill out a 3-week plan, such as the following:

Second Chance Reading Planning Form

Teacher _____ School _____
 Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “The Chaser”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #5	Cooperative Comprehension: “The Chaser”	<i>Pair Share w/ generic question #3</i>	Individual vocabulary words	Vocabulary Pairs
Vocabulary: “The Chaser” (F)		Skill Lesson: Multi-syllabic words	Vocabulary Pairs	Vocabulary Test
				Fluency Practice

Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “The Street”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #8	Dictated Writing: “The Street”	Pair Share w/ generic question #9	Individual vocabulary cards	Vocabulary Pairs
Vocabulary: “The Street” (NF)		Skill Lesson: Context Clues (Inductive)	Vocabulary Pairs	Vocabulary Test
				Fluency Test (NF #1, level 3)

Week of _____

Monday	Tuesday	Wednesday	Thursday	Friday
Independent Reading	Read/Think Aloud: “Betty Ann”	Independent Reading	Independent Reading	Independent Reading
Pair Share w/ generic question #13	Cooperative Comprehension: “Betty Ann”	Pair Share w/ generic question #15	Individual vocabulary cards	Vocabulary Pairs
Vocabulary: “Betty Ann” (NF)		Skill Lesson: Idioms (Inductive)	Vocabulary Pairs	Vocabulary Test
				Fluency Practice

Tool 2(cycle).2. Examples of Others' Implementation Plans and Logs (p. 3 of 3)**Example 2 – Grades 4-5 Use a District's "Implementation Protocol"**

This is a sample of a 4-week plan based on a district's "Implementation Protocol." The plan is explained from the point of view of a collaborative team of grade 4 and 5 teachers in a school with a reading goal. The teachers developed the plan after reviewing their curriculum for the upcoming weeks along with their students' needs (as indicated by on-going data collection).

The teachers had learned these strategies to apply in their reading curriculum: Inductive Thinking, Concept Attainment, Numbered Heads Together, Round Table, Cooperative Comprehension, and Mnemonics (link word method).

The name of the school and team members have been changed or deleted.

School **Madison Elementary**

Date **January 1998**

Rather than using the form provided, we have described one week of the implementation pattern we intend to use for the next four weeks. One of our objectives is to increase the participation of our ELL (English Language Learners) students in comprehension activities, and that is the reason for the greater use of cooperative strategies. We also want to use mnemonics at least once a week to see if we can get students independent with the strategy.

Monday	<p>Select vocabulary words from a read aloud article or story and teach students the meanings of the words using Numbered Heads Together. Read the selection to the students.</p> <p>Construct an Inductive Thinking data set in which the two or three categories in the data set contain examples of the two or three main ideas in the reading selection. After the students have identified the main ideas, have them write one sentence for each of the categories, summarizing the point in each category.</p>
Tuesday	<p>Assign to students the silent reading of a story or article (possibly from their anthology). After students have read the selection, group them in pairs and conduct a Round Table activity to provide practice in lower-order (factual recall) comprehension.</p>
Wednesday	<p>Select vocabulary from a story we will read orally to the students. Place the words, with brief definitions, on a study sheet and number the words. Embed meaning categories in this data set. After students have categorized the words for meaning, read the story to the students.</p> <p>Prepare a set of questions for Cooperative Comprehension. Group the students in pairs or threes and instruct them to complete the questions. When they have finished, debrief the entire class by asking two or three groups to share their answers on each of the questions.</p>
Thursday	<p>Teach a lesson on context clues using a Concept Attainment strategy. Prepare an inductive data set using vocabulary (in context) from a story the students will read silently. Students will group data in the data set by meaning rather than by type of context clue. After students have read the story, go back and review with them how they figured out the meanings of new words.</p>
Friday	<p>Choose a non-fiction reading selection with a definite sequence of events to read to the students. After we have read the piece, we will help students identify five or six key elements in the sequence of events. We will then work with the students to develop mnemonics for each of the events and practice recalling the sequence. We are selecting readings where the events have causal relationships; e.g., one event causes or influences the next, etc.</p>

Note: These activities include only the reading portion of our two-hour language arts block.